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ABSTRACT

The American Association of Community Colleges (AACC) designed a project to help widen the educational opportunities for disabled individuals through access to a broader base of information about programs and services in local two-year colleges. The focus of the first year's activity was the design and development of a database of information on services and programs for persons with disabilities at 624 public and private community colleges; the production of a directory of these programs; and information dissemination about the project. During the project's second year, a monograph entitled "Disability Support Services in Community Colleges: Selected Cases" was prepared to highlight successful disability support practices. Data collected for the project reveal that: (1) approximately 70% of all institutions responding to the AACC's survey reported having a formal Disability Support Service Office; (2) approximately 63% of all public higher education students with disabilities are enrolled in community colleges; (3) approximately 6% of all community colleges students report a disability and about 2% request services; (4) approximately 12% of all responding colleges did not keep student data by category of disability; however, among those 574 institutions reporting data, learning disabilities constituted by far the largest single category of disability, followed by orthopedic or mobility disabilities, and chronic illness or other disabilities; and (5) the most prevalent services and accommodations offered by community colleges were registration assistance, counseling, alternative exam formats, and notetaking services. The survey questionnaire and evaluation forms are appended. (ECC)

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ED 364 308

SERVICES FOR STUDENTS WITH DISABILITIES IN COMMUNITY COLLEGES

FINAL REPORT

December 30, 1993

Submitted to
U.S. Department of Education
Office of Special Education Programs

Grant PR-H 078C10024
(October 1, 1991 - September 30, 1993)

Program 84.078C
Career Placement Opportunities for Students with Disabilities

Lynn Barnett
Project Director

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SUMMARY

With funding from the U.S. Department of Education, Office of Special Education Programs, the American Association of Community Colleges (AACC) designed a project to help widen the opportunities for individuals with disabilities through access to a broader base of information about programs and services in local two-year colleges. Community colleges serve a larger proportion of students with disabilities than any other segment of postsecondary education. As a result, community colleges have developed effective and creative disability support practices and programs that help these individuals reach their fullest potential. These support services help individuals with disabilities to fully develop their career opportunities.

This project, "Services for Students with Disabilities in Community Colleges," produced national publications that identified the status of resources and programs provided for persons with disabilities in community colleges in the United States. The work updated and expanded the *Community Colleges and Students with Disabilities* directory published in 1988. That directory was published jointly by the American Association of Community and Junior Colleges (AACC's former name) and the American Council on Education with support from the U.S. Department of Education.

The major goals of the project were to:

- Collect and disseminate current information on programs and resources for individuals with disabilities at community colleges in

the United States.

- Publicize the issues and needs that characterize students with disabilities in postsecondary education.
- Pursue means by which to build a continuing information center at the American Association of Community Colleges on these programs and resources.
- Serve as an information resource center for community colleges concerned about programs for individuals with disabilities.

All of these goals were met by the project. The directory and monograph produced during this project serve as a resource for administrators, counselors, students, parents, and policymakers.

ACCOMPLISHMENTS

Year One

The focus of the first year's activity was the design and development of a database, production of the directory, and information dissemination about the project.

Based on a survey mailed to all 1,200 community colleges in the country during the spring and summer of 1992, a data file was created of services and programs for persons with disabilities at 624 public and private community colleges (including two-year college campuses of four-year colleges and universities). The database design allows for periodic updates, as well as easy

manipulation of and access to the data, including special statistical report generation.

The two-page survey instrument (see Appendix A), developed in coordination with experts in the field, was directed to community college disability support service (DSS) personnel. It requested information about services and accommodations for both full-time and part-time students during the 1991-1992 academic year. The survey solicited information in six main areas: DSS contacts, enrollment, number of students registered for DSS, degree or certificate attainment, types of disabilities represented by students who request services, services and accommodations offered to those students, special features or programs that the college itself regarded as particularly successful, and student outcomes.

The categories of disabilities surveyed were as follows: visual impairment or blindness; deafness/hard of hearing; orthopedic/mobility disorders; speech/language disorders; learning disabilities; developmental disabilities; emotional/behavior disorders; head injuries; and chronic illness and other disabilities. The 25 specific support services and accommodations about which information was requested are shown below:

Disability-specific scholarships
Disability support services office
Disability resource handbook
Special orientation
Registration assistance
Housing - on campus
Housing - off campus
Emergency evacuation

Transportation
Extracurricular campus activities
Adapted sports/physical education
Counseling (personal)
Disability-specific assessment
Adapted equipment (phones, computers, etc.)
Learning center lab
Interpreters
Notetakers/scribes/readers
Taped texts
Tutoring
Alternative exam formats/time
Course substitutions/waiver
Independent living/social skills training
Vocational assessment
Job-seeking skills training
Job placement

An attempt also was made to obtain follow-up DSS student data regarding education and work.

The resulting national directory, *Directory of Disability Support Services in Community Colleges -- 1992*, displays in a "reader friendly" format the comprehensive variety of related community college programs and services available to individuals with disabilities. This directory is divided into four parts. Part I, "Institutions by State," provides a narrative description of each college that responded to the survey, including numbers of students registered for DSS services, a list of types of services and accommodations offered, and special features or programs. Part I is useful to individuals who want to learn more about institutions already known to them. Part II, "Support Services/Accommodations by State," is presented in a spreadsheet format to allow readers to identify locations of specific services at a glance. Services, programs, or

accommodations that are perceived to be especially noteworthy by the institutions themselves are categorized in Part III, "Special Features Index." The information indexed in this section has not been evaluated or ranked by AACC, and not all responding colleges reported a special feature. Part IV, "Institutional Index," is an alphabetical listing of the 624 institutions whose programs are described in Part I.

The *Directory* was widely distributed to community college personnel and interested individuals including members of Congress. Additional information about the project and its findings were publicized through conference presentations and other publications.

A follow-up survey of DSS practitioners who received the *Directory* indicated general satisfaction with the product. Using a 1-to-5 scale, respondents gave a 4.3 rating overall, based on ease of use and comprehensiveness. Half of the respondents made use of the contact names in the *Directory*; half did not. The *Directory* was used for referring new and transfer students, making professional contacts, and as an information source. A strong suggestion was made to distribute this and future editions of the *Directory* to high school counselors.

Year Two

The focus in the project's second year was the creation of a monograph, *Disability Support Services in Community Colleges: Selected Cases*, which highlights successful disability support practices. Some of the cases represent general disability support programs for all students with disabilities, others are

directed toward specific audiences or particular goals. Each entry includes a program summary (brief description, contact name, year established, and number of individuals served annually), resource requirements (staff, facilities, equipment), key factors in success, community partners, awards/honors, and sources of funding.

The monograph was developed through a "Call for Contributions" (see Appendix B) process designed in collaboration with staff of the HEATH Resource Center. The purpose of this phase was to generate descriptions of programs that were representative of the range of programs and services offered by community colleges to persons with disabilities. Approximately 150 entries were received. A peer review committee assessed them for program content. Forty-eight entries were selected, categorized in six groups as follows:

<u>General Disability Support Programs</u>

Blue Ridge Community College, NC, *Special Populations Office*
Catonsville Community College, MD, *Support Services for Students with Disabilities*
Community College of Rhode Island, RI, *Access to Opportunity*
Leeward Community College, HI, *Komo Mai Center*
Monterey Peninsula College, CA, *Supportive Services*
Mount Wachusett Community College, MA, *Team for Students with Disabilities*
New River Community College, VA, *Comprehensive Services for Students with Disabilities*
Normandale Community College, MN, *Designing Educational Experiences for Disabled Students (DEEDS)*
Palomar College, CA, *Disabled Student Programs and Services*
Spokane Community College, WA, *Disability Student Services*
Waubonsee Community College, IL, *Disabled Student Programs*
William Rainey Harper College, IL, *Center for Students with Disabilities*

Programs for Specific Disabilities: Deaf

LaGuardia Community College, NY, *Program for Deaf Adults*
Northern Essex Community College, MA, *Special Services for Deaf and Hard of Hearing People*
Ohlone College, CA, *Deaf Center*

Programs for Specific Disabilities: Developmental Disabilities

Oxnard College, CA, *OC-INTRA (INstruction for TRAnsition)*

Programs for Specific Disabilities: Head Injuries

Coastline Community College, CA, *Traumatic Head Injury (THI) Program*
Richland College, TX, *Total Re-Integration (TRI) Program*

Programs for Specific Disabilities: Learning Disabilities

Middlesex County College, NJ, *Project Connections*
Montgomery College, MD, *Learning Center Program*
Ocean County College, NJ, *Project Academic Skills Support (PASS)*
York Technical College, SC, *Learning Enhanced Achievement Program (LEAP)*

Programs for Specific Disabilities: Psychiatric Disorders

Santa Barbara City College, CA, *Students with Psychological Disabilities Model Service Site*

Programs for Specific Disabilities: Visual Impairment/Hearing Impairment

North Central Technical College, WI, *Visually-Impaired Persons (VIP) Program; Hearing-Impaired Persons (HIP) Program*

Career Preparation/Vocational Training

Chippewa Valley Technical College, WI, *Project SERVE*
Community College of Allegheny County, PA, *Vocational Training Programs for Special Need Adults*
Community College of Denver, CO, *Computer Training for People with Disabilities*
Fresno City College, CA, *Enabler Program*
Indian River Community College, FL, *Career Empowerment Opportunities (CEO) Project*
Lake Washington Technical College, WA, *Electronic Manufacturing*
The Metropolitan Community Colleges, MO, *WorkAbility*
Pellissippi State Technical Community College, TN, *Microcomputer Office Software Training (MOST)*
Waukesha County Technical College, WI, *Career Placement Services*

Partnerships/Community Resources

Asheville-Buncombe Technical College, NC, *Special Needs*
Columbus State Community College, OH, *Project BOSS (Business Opportunity Success System)*
Delaware Technical and Community College, DE, *Student Support Services*
Gavilan College, CA, *JOBFINDERS*

Technology

Butte College, CA, *Computer Access Resource and Learning Operation (CARLO)*
Clackamas Community College, OR, *Training in Adaptive Computer Technology (TACT) Program*
Colorado Community College and Occupational Education System, CO, *Computer Access Centers*
Grossmont College, CA, *Adapted Computer High Tech Center Program*

Other Disability Support Practices: Administrative Structure

Front Range Community College, CO, *Disability Services Work Group*
John Wood Community College, IL, *Support Services Center*

Administrative Technology

Community College of Aurora, CO, *Customized Computer Accounting*

Extracurricular Activities

Dabney S. Lancaster Community College, VA, *CHAMPS Club*

Fund-Raising

Columbia Basin College, WA, *Education Access Services*

Wellness Programs

Del Mar College, TX, *Wellness Center*

Some of the monograph entries refer to programs that had also been winners in previous award competitions sponsored jointly by AACC, the National Organization on Disability, and J.C. Penney. Together, they serve as a resource for administrators and practitioners looking for practical solutions to the challenges facing community college disability support programs.

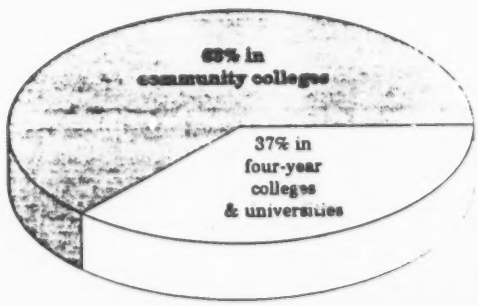
FINDINGS

The data collected for this project indicate the following:

1. Approximately 70 percent of all institutions responding to the survey report having a formal Disability Support Service Office. A wide variety of types of professionals are listed as contacts for DSS information, ranging from registrars and institutional researchers to deans and vice presidents; more often, counselors, coordinators, and directors of disability support service programs are the contact people. Their titles and departments include terms like student services, special needs, learning centers, disabled students, support services, and special populations.
2. Approximately 63 percent of all public higher education students with disabilities are enrolled in community colleges.

Figure 1

Distribution of Students with Disabilities in Public Institutions of Higher Education

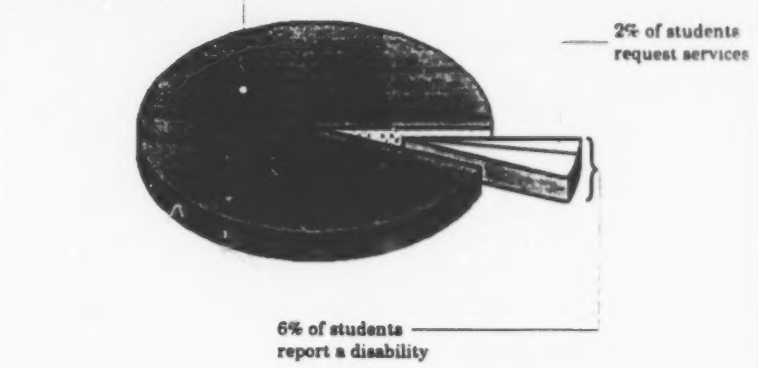


Sources: National Postsecondary Student Aid Study, 1989-90; also 1989 enrollment data from the National Center for Education Statistics and American Association of Community Colleges

Although approximately 6 percent of all community college students report a disability, about 2 percent request services.

Figure 2

Percentage of Community College Students with Disabilities Requesting Services

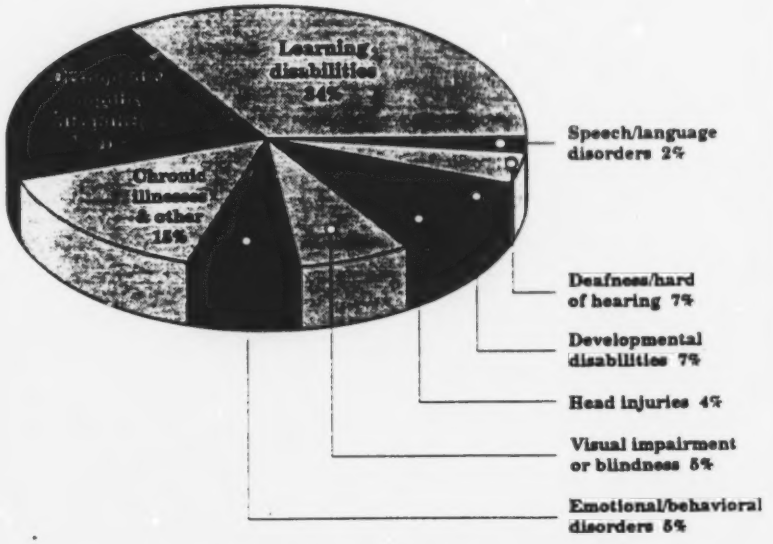


Source: "Community College Services for Students with Disabilities," AACC Survey, 1992

3. Approximately 12 percent of all colleges responding did not keep DSS student data by category. However, among those 547 institutions reporting data, learning disabilities constituted by far the largest single category (nearly 35 percent) of disability served by a DSS office. It was followed by orthopedic or mobility disabilities (21 percent) and chronic illness/other disabilities (16 percent). Students in all other categories of disabilities were fairly evenly divided, with speech and language disorders representing the smallest number.

Figure 3

Student Registration for DSS Services by Disability Category



Source: "Community College Services for Students with Disabilities," AACC Survey, 1992.

4. Of the students registered for disability support services, only 6.8 percent attained an associate's degree and barely 0.2 percent earned a certificate during the 1991-92 academic year. However, more than one-third of the responding institutions did not provide data on degree/certificate attainment. This is likely to be an area that will receive greater attention in the future in the face of more public demand for educational accountability and subsequent calls for institutions to track outcomes for all students.

5. The 10 most prevalent services and accommodations offered by community colleges are: registration assistance, counseling,

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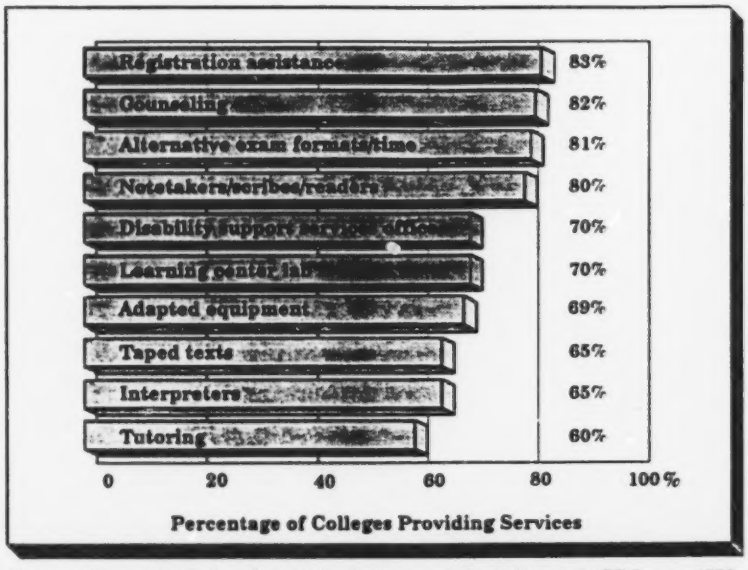
alternative exam formats, notetaking services, learning center labs, DSS offices, adapted equipment, taped texts, tutoring, and job placement. Many of these services/accommodations appear to be responsive to needs resulting from learning disabilities.

Figure 4

Services/Accommodations Most Frequently Provided by Community Colleges



Source: "Community College Services for Students with Disabilities," AACC Survey, 1992.

6. The least prevalent services/accommodations include housing (on-campus and off-campus), independent living or social skills training, transportation, disability-specific scholarships, adaptive sports or physical education, disability resource handbook, emergency

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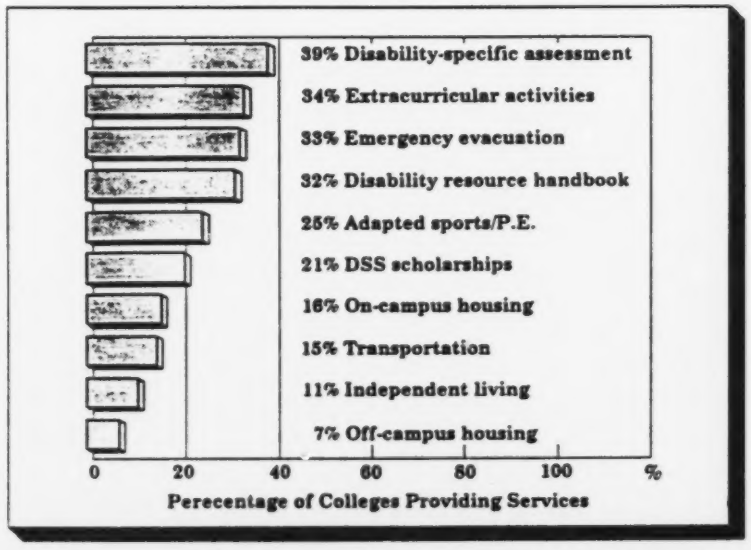
evacuation, extracurricular campus activities, and disability-specific assessment.

Figure 5

Services/Accommodations Least Frequently Provided by Community Colleges



Source: "Community College Services for Students with Disabilities," AACC Survey, 1992.

7. Colleges reported an array of programs or services that they felt were noteworthy and went above and beyond the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Among them are special innovations including using students in Court Reporter programs as notetakers, or using English-

as-a-Second Language techniques with deaf students. Study abroad, housing, and internship programs were also cited. A number of colleges have well-established head-injury programs and various outreach initiatives to serve the community, including mentoring programs.

8. A striking but not surprising finding is the absence of concrete data on what happens to students with disabilities once they leave the college. Few colleges appear to be tracking students after they complete their studies. In fact, so few institutions appear to have solid information on DSS students' education or employment experiences after leaving the college that this type of information was not included in the *Directory*.

9. Of the nearly 50 different "key factors in success" cited by DSS respondents, four factors stand out:

    - administrative commitment
    - community linkages
    - staff expertise
    - faculty support.

These four are followed by a student-oriented approach and stable funding. Other important factors include creativity and flexibility in service delivery, job transition or placement activities, comprehensive student support services, assistive technology, and a structured

curriculum.

11. Most DSS programs have active community partners that include business/industry, community organizations, parents, and rehabilitation/referral organizations.

12. DSS funding support comes from a variety of sources, including institutional, state, and federal funds as well as private contributions.

DISSEMINATION

Information about the project and the two publications were widely disseminated. The following organizations and audiences received copies and other project information:

- all AACC-member community colleges;
- disability-related organizations;
- all state directors of adult education;
- members of the House Education and Labor Committee, House Appropriations Subcommittee on Labor, HHS, and Education, Senate Labor and Human Resources Committee, and Senate Appropriations Subcommittee on Labor, HHS, and Education;
- attendees of presentations at two AACC annual conventions;
- attendees at two annual meetings of the Association for Higher Education and Disability (AHEAD);
- individuals requesting information from AACC, the HEATH

Resource Center, and Council for Exceptional Children;

- readers of the *Community College Times, AACC Letter, Community College Journal* and *Information from HEATH.*

In addition, the publications were included in the Educational Resources Information Center (ERIC) database and microfiche collection, making the information accessible online and available in more than 750 libraries worldwide.

CONCLUSION

The recent passage of the Americans with Disabilities Act has heightened national awareness of the potential for serving more fully our citizens with disabilities. The intent of this project was to help provide a more comprehensive understanding of the role that community colleges play in providing training, education, and services for individuals with disabilities. Because approximately 683,000, or 63 percent, of all public higher education students with disabilities are enrolled in two-year colleges, these colleges play a particularly pivotal role in providing opportunities for developing the full potential of all individuals. The data gathered for this project and the resources developed will help administrators, practitioners, individuals with disabilities, disability advocates, and policymakers better understand the breadth of resources available in community colleges for Americans with special needs.

Further research is needed to broaden the scope of information available

about the community college role in services to individuals with disabilities. Areas of particular interest are the following areas:

- tracking of outcomes
- assessment of community college DSS impact
- the nature of business and community partnerships
- professional development opportunities for DSS staff, and
- training for other faculty, staff, and administrators.

In addition, new ways must be found for conveying to high school teachers/ counselors, parents, and students information about opportunities available in community colleges.

APPENDICES

Newspaper/newsletter articles

Questionnaires

Evaluation forms

The Community, Technical, and Junior College TIMES

AACC

December 1, 1992 • The American Association of Community Colleges • Vol. IV, No. 23

Serving All

Community Colleges Enroll the Largest Number of Disabled Students in Higher Education

By Lynn Barnett and Bill Reinhard

Community colleges enroll nearly two of every three students with disabilities attending a postsecondary institution, according to a new AACC study.

Survey results, included in the "Directory of Disability Support Services in Community Colleges," reveal that approximately 683,000, or 63 percent, of all public higher education students with disabilities are enrolled in two-year colleges.

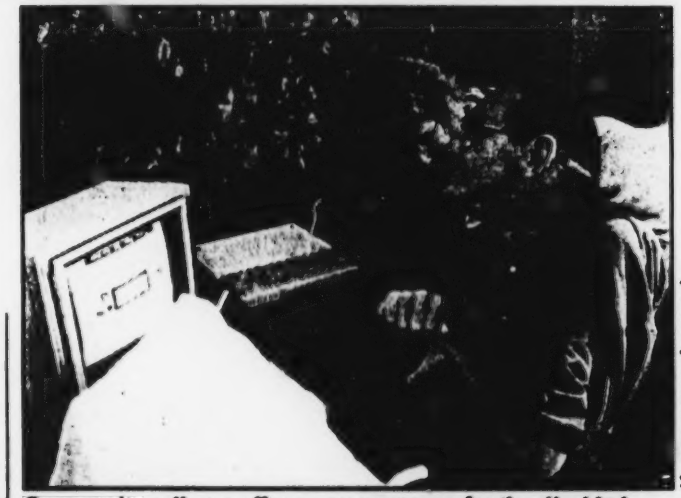
Among the highlights of the study:

• Learning disabilities constitute by far the most prevalent disability among community college students, reported by 34 percent of disabled students. Students with orthopedic or mobility disabilities account for 21 percent.

• Other disabilities reported include chronic and other serious illnesses (15 percent); hearing impairments or deafness (7 percent); developmental disabilities (7 percent); visual impairments (5 percent); emotional/behavioral disorders (5 percent); head injuries (4 percent); and speech/language disorders (2 percent).

• Of the students registered for disability support services, only 7 percent received an associate degree or certificate during the 1991-92 academic year.

• Although 6 percent of students report having a disability, only 2.1 percent register for community college disability support services.



(Photo by Pam McCarthy)

Community colleges offer many programs for the disabled. For example, Coastline Community College, CA, offers major programs for developmentally disabled students. In the photo, Coastline instructor Barbara Darby encourages student Wendell Kessler during a computer class.

Disability experts say that it is each student's responsibility to avail himself or herself of the services provided by the college.

"Schools have the responsibility to meet each student's needs effectively," noted Rhona Hartman, director of the HEATH Resource Center at the American Council on Education. "That doesn't mean the college has to use the most expensive means to meet those needs."

Approximately 70 percent of the 611 institutions responding to AACC's survey report having a formal Disability Support Service (DSS) office. Moreover, a wide

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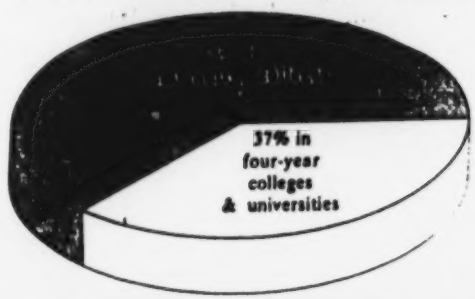
Distribution of Students with Disabilities in Public Institutions of Higher Education



Sources: National Postsecondary Student Aid Study, 1989-90; also 1989 enrollment data from the National Center for Education Statistics and American Association of Community Colleges

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Serving All

Continued from page 1

variety of college professionals are listed as contacts for DSS information, ranging from registrars and institutional researchers to deans and vice presidents. More often counselors, coordinators, and directors of disability support service programs are the contact people for students.

The most prevalent services and accommodations reported are: registration assistance, counseling, alternative exam formats, notetaking services, learning center labs, DSS offices, adapted equipment, taped texts, tutoring, and job placement.

Colleges are paying particular attention to the needs of students with disabilities with the institution of the new Americans with Disabilities Act. The survey found that many colleges report an array of programs or services that went beyond the requirements of the ADA.

The survey was funded by a grant from a grant from the U.S. Department of Education, Office of Special Education Programs. The Directory of Disability Support Services in Community Colleges is available from AACC Publications for $15 for members or $20 for nonmembers.

In addition, AACC in cooperation with the Association of Community College Trustees is publishing "The ADA Audit, Transition Plan and Policy Statement for Higher Education: Manual and Workbook. This comprehensive book is designed to help public colleges complete the self-evaluations required by Jan. 26, 1993. The book is $75 for member or $100 for nonmembers, with bulk discounts available.

Both books may be ordered from AACC Publications, P.O. Box 1737, Salisbury, MD 21802, (401)546-0391.

INFORMATION FROM HEATH

Vol. 12, No. 1 February 1993

NATIONAL CLEARINGHOUSE ON POSTSECONDARY EDUCATION FOR INDIVIDUALS WITH DISABILITIES

COMMUNITY COLLEGES AND STUDENTS WITH DISABILITIES

The majority of students with disabilities who enroll in postsecondary education of any type enroll in two-year community colleges. (Barnett, 1992). Community colleges in most states exist to serve those in the surrounding community by providing a low-cost education through a wide range of programs, including vocational and occupational courses. Individuals attend community colleges for a variety of reasons, some of which include: to receive an associate degree; to qualify for admission to a four-year institution; or for personal enrichment. As part of their mission to serve the community, most community colleges have open enrollment – they admit all who wish to further their education.

Because community colleges are the predominant vehicle through which students with disabilities con-

(continued on page 6)

Community Colleges *(from page 1)*

tinue their education after high school, HEATH staff report here on current trends and issues to be considered by prospective students. Community colleges, as all other education institutions, are being affected by the fiscal crises that states are experiencing, . Although the overall mission of community colleges remains intact, individuals with disabilities who are considering attending community colleges should be aware of the implications of this nationwide trend.

A recent survey designed to monitor changes in higher education found that community colleges are experiencing the greatest growth of all postsecondary institutions. Nine out of ten community colleges increased their enrollment over the last five years, and close to one-half had increases of more than 20 percent. (El-Khawas, 1992).

Another study found that undergraduate enrollment at community, technical, and junior colleges grew at twice the rate of four-year public colleges between 1980 and 1990. (Reinhard, 1992). At the same time, community colleges have been affected by the nation's financial problems. Consequences of these problems that

(continued on page 7)

Community Colleges *(from page 6)*

are most frequently cited by institutions surveyed for Campus Trends include:

- increased class size and fewer sections of courses;
- a freeze on hiring for regular faculty positions;
- reduced spending on buildings, equipment, library acquisitions, and administrative salaries;
- postponing the introduction of new programs; and
- resource reallocation and greater operating efficiency. (El-Khawas, 1992)

Another important consequence is that in many states, students must apply to community colleges earlier than they have in the past. In the past, students could enroll two to three weeks into the semester. In order to ensure that a minimum number of students is enrolled in all classes, some colleges now require that students enroll by a specific date well in advance of the start of the semester. If the minimum number of students is not enrolled, the administration may cancel the class.

A second nationwide trend in education that is affecting community colleges is the growth of assessment. A growing number of states are requiring that students entering community colleges take placement tests before they can be accepted into degree-granting programs. In most states, if a student performs below a certain level on the test, he or she will be placed in remedial English, math, and reading classes. On some campuses, these classes are non-credit. In order for the student to be eligible to enroll in for-credit classes, he or she first must pass the remedial classes.

Since the primary responsibility for determining education standards and policies rests with each of the fifty states and local communities within those states (not the federal government) community college admission standards vary from state to state. The prospective community college student should obtain information on admission standards of the institution he or she is interested in attending as early as possible.

Some states' community college systems make a distinction between a certificate and a high school diploma. In most states, students who are unable to fulfill the regular requirements of a high school diploma may graduate with a certificate. A certificate is essentially any document that a student receives upon completion of high school, other than a regular diploma. Different types of certificates exist in different states. For example, a certificate of attendance indicates that the student was present at school. A certificate of completion is more content oriented and indicates that the student attained certain set standards. A fair number of students with disabilities leave school with a certificate. In 1989-'90, of all students with disabilities who left the public school system, 44 percent graduated with a diploma, 27 percent dropped out, and 12.4 percent graduated with a certificate.

Most community colleges have a true open admission policy – that is, they strive to admit all. Texas, for example, admits all students, regardless of whether they have a certificate, a diploma, or a GED. An entrance exam is required for all students, and based on performance on this exam, some students may be placed in classes to teach them basic skills or remediation. Texas admits students with mental retardation.

Other states have different admission standards. Florida admits only those students who have a regular diploma or a GED. Although Florida does not admit those who hold "special diplomas" into its community college system, it does offer GED preparation, adult education, and remediation to those without standard diplomas.

California's community colleges presently admit everyone eighteen or older, regardless of whether they hold a high school diploma. However, it appears that the fiscal troubles of California could have negative implications for this policy. The state community college system is considering a policy under which those seeking a first-time degree would be enrolled in classes before other students. Students interested in taking courses for job retraining or

personal enrichment, those who already have a college degree, and students without definite plans would compete for the remaining slots in classes. (Mercer, 1992).

Community colleges continue to be the schools of choice for most students with disabilities who decide to further their education. These institutions provide easy accessibility to a variety of courses for all individuals. Prospective students and their advisors may inform themselves about some of the overriding trends in community college enrollment among students with disabilities, as well as details pertaining to enrollment patterns and special services provided by specific campuses, by reviewing the **Directory of Disability Support Services in Community Colleges,** published by the American Association of Community Colleges. Single copies of the **Directory** are available free of charge from HEATH.

References

Barnett, Lynn, Ed. *Directory of Disability Support Services in Community Colleges.* Washington, D.C.: American Association of Community Colleges, 1992.

El-Khawas, Elaine. *Campus Trends.* Washington, D.C.: American Council on Education, 1992.

Mercer, Joye. "California's Community Colleges May Adopt 'Priorities" for Enrollment," in *The Chronicle of Higher Education,* November 25, 1992. Washington, D.C.

Reinhard, Bill. "Report Finds Community Colleges Topped All Sectors in Enrollment Gains During the 1980s," in *The Community, Technical and Junior College Times,* , February 25, 1992. Washington, D.C.: The American Association of Community Colleges. ■

In The Classroom

Learning from Others

Community College Programs for Students with Disabilities Identified in National Study

By Lynn Barnett

An external review panel convened by AACC recently identified 48 community colleges with exemplary programs and practices for students with disabilities. The colleges were selected from among 150 responses to a "call for contributions" to a monograph on community college disability support services.

Recent surveys show that the largest percentage of postsecondary students with disabilities attend community colleges.

Several of the programs were winners in previous award competitions sponsored jointly by AACC, the National Organization on Disability, and JC Penney.

AACC also solicited information about factors that practitioners agree contribute to the success of a disability support program. Among them, four factors stand out: administrative commitment, community linkages, staff expertise, and faculty support.

A student-oriented approach and stable funding followed close behind the top four factors. Other factors cited include creativity and flexibility in service delivery, job transition or placement activities, comprehensive student support services, assistive technology, and a structured curriculum.

The information was gathered as part of a Department of Education grant.

"These programs should help community college staff compare innovative ways to meet the needs of this population," says Mario Payne, research associate at the HEATH Resource Center, a program of the American Council on Education. HEATH is a federally funded national clearinghouse on postsecondary education for individuals with disabilities.

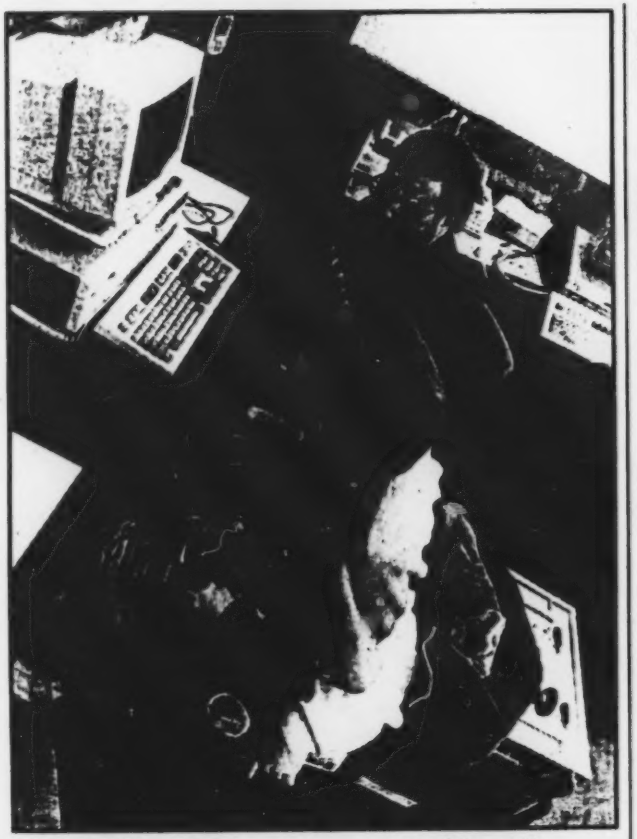
The programs are categorized in six groups:

General Disability Support Programs

Blue Ridge Community College, NC; Catonsville Community College, MD; Community College of Rhode Island, RI; Leeward Community College, HI; Monterey Peninsula College, CA; Mount Wachusett Community College, MA; New River Community College, VA; Normandale Community Collge, MN; Palomar College, CA; Spokane Community College, WA; Waubonsee Community College, IL; and William Rainey Harper College, IL.

Programs for Specific Disabilities

Deaf: LaGuardia Community College, NY; Northern Essex Community College, MA; and Ohlone College, CA. Developmental Disabilities: Oxnard College, CA. Head Injuries: Coastline Community College, CA, and Richland College, TX. Learning Disabilities: Middlesex County College, NJ; Montgomery College, MD; Ocean County College, NJ; and York Technical College, SC. Psychiatric Disorders: Santa Barbara City College, CA. Visual Impairment/Hearing Impairment: North Central Techical College, WI.



Students with disabilities receive computer training at the Community College of Denver, CO.

Career Preparation/Vocational Training

Chippewa Valley Technical College, WI; Community College of Allegheny County, PA; Community College of Denver, CO; Fresno City College, CA; Indian River Community College, FL; Lake Washington Technical College, WA; The Metropolitan Community Colleges, MO; Pellissippi State Technical Community College, TN; and Waukesha County Technical College, WI.

Partnerships/Community Resources

Asheville-Buncombe Technical College, NC; Columbus State Community College, OH; Delaware Technical and Community College, DE; and Gavilan College, CA.

Technology

Butte College, CA; Clackamas Community College, OR; Colorado Community College and Occupational Education System, CO; and Grossmont College, CA.

Other Disability Support Practices

Administrative Structure: Front Range Community College, CO, and John Wood Community College, IL. Administrative Technology: Community College of Aurora, CO. Extracurricular Activities: Dabney S. Lancaster Community College, VA. Fund-Raising: Columbia Basin College, WA. Wellness Programs: Del Mar College, TX.

The programs will be featured in an AACC monograph, "Disability Support Services in Community Colleges: Selected Examples," to be released in December.

COMMUNITY COLLEGE SERVICES FOR STUDENTS WITH DISABILITIES

AACJC is collecting current information on programs and resources for students with disabilities in order to provide a more comprehensive understanding of the role that community, technical, and junior colleges play in providing training, education, and services for these individuals. Results will be compiled in a *Directory of Community College Services for Students with Disabilities*, which will serve as a resource for counselors, administrators, students, parents, and policymakers.

1. CONTACT PERSON Name _____
2. Title _____ 3. Phone _____ 4. FAX _____
5. INSTITUTION Name _____
6. Street Address _____
7. Building or Room _____
8. City _____ 9. State _____ 10. Zip _____

11. ENROLLMENT/GRADUATION. Please answer for the 1991-92 academic year:
    a. Total headcount enrollment: _____
    b. Total number of students registered for disability support services (DSS): _____
    c. Total number of associate degrees earned by students registered for DSS: _____
    d. Total number of certificates earned by students registered for DSS: _____

12. NUMBER OF STUDENTS REGISTERED FOR DISABILITY SUPPORT SERVICES, BY CATEGORY (Some students may fall into more than one category; give numbers for the primary category):

a.	Visual impairment or blindness	_____ students
b.	Deafness/hard of hearing	_____ students
c.	Orthopedic/mobility disabilities	_____ students
d.	Speech/language disorders	_____ students
e.	Learning disabilities	_____ students
f.	Developmental disabilities	_____ students
g.	Emotional/behavioral disorders	_____ students
h.	Head injuries	_____ students
i.	Chronic illnesses and other	_____ students

13. SUPPORT SERVICES AND ACCOMMODATIONS AVAILABLE TO STUDENTS WITH DISABILITIES (circle letter of services offered):

a. Disability-specific scholarships
b. Disability support services office
c. Disability resource handbook
d. Special orientation
e. Registration assistance
f. Housing - on campus
g. Housing - off campus
h. Emergency evacuation
i. Transportation
j. Extracurricular campus activities
k. Adapted sports/physical education
l. Counseling (personal)
m. Disability-specific assessment
n. Adapted equipment (phones, computers, etc.)
o. Learning center lab
p. Interpreters
q. Notetakers/scribes/readers
r. Taped texts
s. Tutoring (specialized LD)
t. Alternative exam formats/time
u. Course substitution/waiver
v. Independent living/social skills training
w. Vocational assessment
x. Job-seeking skills training
y. Job placement

14. SPECIAL FEATURES: Describe briefly one or two of the most noteworthy or most valuable features offered at your college (above and beyond the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) that you will be willing to discuss with colleagues (e.g., large number of computer periferals, state-of-the-art recreation facilities or theater/arts programs, international travel/exchanges, internships, co-op programs, etc.)

_____

_____

_____

_____

15. OUTCOMES: Indicate (1 = most, 2 = some, 3 = few) where your students with disabilities go after leaving your institution.

WORK

a. professional ____
b. technical ____
c. clerical ____
d. other ____
e. don't know ____

EDUCATION

f. other 2-year college ____
g. 4-year college/university ____
h. independent/specialized training ____
i. other ____
j. don't know ____

OTHER (please specify):

k. _____

16. OTHER COMMENTS:

_____

_____

_____

_____

RETURN THIS FORM BY MAY 20, 1992, TO:

Lynn Barnett, AACJC, One Dupont Circle, Suite 410, Washington, DC 20036

Use return envelope provided, or fax to (202) 833-2467

All respondents will receive a complimentary copy of the *Directory*.

The American Association of Community Colleges issues a

Call For Contributions

Selected entries will appear in the upcoming monograph, Disability Support Practices in Community Colleges.

Name of Program: _____

_____

College Name: _____

College Address: _____

_____

City: _____ *State:* _____ *Zip:* _____

Contact Person: _____

Title: _____

Phone: ( ) _____ *Fax:* ( ) _____

Disability served by this program:

___ *ALL disabilities*
___ *visual impairment/blindness*
___ *deaf/hard of hearing*
___ *orthopedic/mobility disabilities*
___ *speech/language disabilities*
___ *learning disabilities*
___ *developmental disabilities*
___ *emotional/behavioral disabilities*
___ *head injuries*
___ *chronic illness/other*

Program category (check one):

___ *curriculum support*
___ *vocational preparation*
___ *counseling*
___ *extracurricular activities*
___ *community outreach*
___ *administrative structure*
___ *technology for students*
___ *technology for administrators*
___ *emergency preparedness*
___ *other* _____

Program Description ***(May be attached as a separate page if presented in the format below)***

Summary of program (150-250 words):

_____

_____

_____

_____

_____

_____

_____

_____

_____

Resource requirements (staffing, facilities, equipment, etc.):

_____

_____

BEST COPY AVAILABLE

Key factors in success (up to five important factors):

1. _____
2. _____
3. _____
4. _____
5. _____

Awards / honors for this program:

_____

_____

Community partners (if any):

_____

_____

Source(s) of program funding:

_____

_____

Year program established: _____ *Number of individuals served* _____ *per year*
_____ *total*

Black and white photo attached: ☐ *yes* ☐ *no*

Permission granted to AACC for use of photo _____
(Signature)

If you are submitting a black and white photo for possible inclusion by AACC in ***Disability Support Practices in Community Colleges****, please check the appropriate box above and provide a brief caption:*

_____

_____

_____ _____

CEO Name / Title *CEO Signature*

_____

Date

Please return by August 2 to:
Lynn Barnett, Project Director
American Association of Community Colleges
One Dupont Circle, Suite 410
Washington, DC 20036
(202) 728-0200, ext. 204
Fax: (202)833-2467

User Survey

	Please circle one. Not very				Very
1. Was the information easy to read?	1	2	3	4	5
2. Did the information appear to be comprehensive?	1	2	3	4	5

3. Did you make use of the contact names in the directory?

❑ Yes ❑ No

If so, how? _____

_____

_____

4. Indicate which other information was helpful to you in your job:

❑ introductory data
❑ institutional descriptions by state
❑ chart of services/accommodations by state
❑ special features index
❑ appendices

Comments: _____

_____

_____

5. What suggestions do you have for distribution of the directory beyond the community college world?

_____

_____

_____

_____

6. What could be done to make the directory more useful?

_____

_____

_____

7. Overall rating of the value of the directory. 1 2 3 4 5

❑ **Please return by June 16 to:**

Lynn Barnett
Director, Education & Training
AACC
1 Dupont Circle, NW, Suite 410
Washington, DC 20036
FAX#: 202/833-2467

EVALUATION FORM
AACC CALL FOR CONTRIBUTIONS
Disability Support Practices in Community Colleges

Applicant College _____

Program/Practice _____

Program category _____

Total points awarded _____

****

Please rate each of the following categories:

	Poor			Good	Excellent
Summary of program	1	2	3	4	5
Resources	1	2	3	4	5
Key factors in success	1	2	3	4	5
Awards/honors	1	2	3	4	5
Community partners	1	2	3	4	5
Please rate this program as an entry in a monograph of 50 DSS programs:	1	2	3	4	5

Overall Comments:

_____

_____

_____